

**TITLE OF THE COURSE**

**COURSE NUMBER**

**Semester** (Fall, January, Spring, Summer) **Year** (2008, 2009, . . .)

Pacific School of Religion

**Day of class, Time** (i.e.: Fridays 9:40 a.m. – 12:30 p.m.)

**Professor First name Last Name**

**Office location** (i.e. Holbrook Building, Mudd, etc.)

**Office hours**

**E-mail**

**Telephone**

**Brief course description**

**Learning Outcomes**

Some outcomes language action words according to Bloom’s taxonomy.<sup>1</sup>

Knowledge (recalling important information): *define, repeat, record, list, recall, name, relate, underline*

Comprehension (explaining important information): *translate, restate, discuss, describe, recognize, explain, express, identify, locate, report, review, tell*

Application (solving closed ended problems): *interpret, apply, employ, use, demonstrate, dramatize, practice, illustrate, operate, schedule, sketch*

Analysis (solving open ended problems): *distinguish, analyze, differentiate, appraise, calculate, experiment, test, compare, contrast, criticize, diagram, inspect, debate, question, relate, solve, examine, categorize*

Synthesis (creating “unique” answers to problems): *compose, plan, propose, design, formulate, arrange, assemble, collect, construct, create, set up, organize, manage, prepare*

Evaluation (making critical judgments based on a sound knowledge base): *judge, appraise, evaluate, rate, compare, revise, assess, estimate*

**Requirements, including**

% each assignment counts towards final grade

Policy on class attendance and participation and how they affect grade

**Grading and Plagiarism Policy**

Link or insert text: <http://www.psr.edu/grades>

**Calendar of Assignments**

**Textbooks**

List by **Author’s name Title of Book 1 (Place published: publisher, year)**

Reader if applicable and where it can be purchased

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<sup>1</sup> *A Taxonomy for Learning, Teaching, and Assessing — A Revision of Bloom's Taxonomy of Educational Objectives*; Lorin W. Anderson, David R. Krathwohl, Peter W. Airasian, Kathleen A. Cruikshank, Richard E. Mayer, Paul R. Pintrich, James Raths and Merlin C. Wittrock (Eds.) Addison Wesley Longman, Inc. 2001

### **Plagiarism Policy**

Link or insert text: <http://www.psr.edu/plagiarism-policy>

### **English as Second Language (ESL) Policy**

1. Upon request by the ESL student to the PSR faculty, the faculty member will extend the deadline for papers one week to allow time for editing.
2. Upon request by the ESL student, PSR faculty will allow twice as much time for ESL students to complete in-class written exams.

### **The PSR curriculum aims to develop Progressive Christian leadership in students. A Progressive Christian leader:**

1. Is rooted in Christian tradition
  - Has the ability to re-appropriate tradition for new times/places
  - Can critically analyze texts and traditions
2. Understands the contextual nature of knowing and understanding
  - Understands one's own perception is limited
  - Understands the reality and value of multiple perspectives
  - Understands ambiguity and complexity and can hold the tensions related to difference
  - can critically evaluate a context and respond
3. Is self aware/spiritually grounded
  - Has an engaged spirituality
  - Is self-reflective and reflexive
4. Works in partnership
  - Is actively involved in ecumenical and interfaith conversations
  - Appreciates the value of diversity and moves beyond appreciation to engagement
  - Is socially connected and can work collaboratively
  - Is competent in cross-cultural situations
  - Nurtures the development of leadership in others
5. Can envision and engage in the creation of a more just world
  - Holds a liberation perspective
  - Has a global consciousness
  - Works for social change and has a systemic perspective
  - Is involved in institutional transformation

For more information and guidance on writing a syllabus, please consult Barbara Gross Davis' guide to Creating a Syllabus: <http://teaching.berkeley.edu/bgd/syllabus.html>